

23 April 2019

Dear Parent/Carer

In October 2017, HM Inspectors published a letter on St Benedict's Primary School. The letter set out a number of areas for improvement which we agreed with the school and Glasgow City Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found.

Improve the strategic leadership of change, underpinned by effective self-evaluation procedures, ensuring school improvement leads to raising attainment.

Significant improvements have been made to the strategic leadership of the school since the initial inspection. An enhanced senior leadership team is providing very clear and effective leadership for school improvement. By involving children, staff, parents and partners in refreshing the school's vision, values and aims, the school community has a shared understanding of what the school wants to achieve.

A collaborative approach to self-evaluation has been established. Professional learning is closely matched to school improvement and self-evaluation evidence. Robust quality assurance procedures have been introduced. The structures and processes now in place to monitor, track and evaluate the work of the school are leading to improved outcomes for most children. A culture of continuous improvement has been created. As a result, all staff have improved their understanding of expectations of classroom practice and curriculum delivery.

Opportunities for children to contribute to school improvement have increased. The introduction of 'Learning Circles' is providing almost all children with regular opportunities to contribute their views about how to improve the school. The school recognises the importance of engaging families in children's learning and have an action plan in place to develop this. The Parent Council has been refreshed and is very supportive of the school.

By sustaining this strong strategic leadership and direction, the school is well placed to continue to improve. Going forward, senior leaders should continue to ensure that all improvement activity leads to raised attainment in literacy, numeracy and health and wellbeing.

Improve assessment, tracking and monitoring procedures to help inform appropriate interventions and ensure improved outcomes for all children.

It is evident that the very good progress made to develop effective systems to assess, track and monitor children's progress is impacting on children's progress. Teachers are using a wider range of assessment information to inform professional judgements. Clearer progression routes through the curriculum are helping teachers plan more effectively. Teachers are also making better use of assessment information to show progress and plan

next steps in learning. Tracking provides a clear overview of children's progress, with planned interventions to close gaps in learning. Learning conversations, led by promoted staff, with children and staff are now in place. These help to inform children's progress in learning.

Teacher's professional judgements are more accurate and are formed through a wider range of evidence. Staff moderate levels with colleagues in other schools and across the cluster. Assessment information is gathered and analysed more consistently, with clearer points for action. Teachers have increased confidence in the use of National Benchmarks to assess children's progress through a level. Building on this positive start, teachers should continue to improve the reliability of their professional judgement.

Tracking data shows improvements in children's wellbeing. Children's own views on their wellbeing are monitored alongside their progress in literacy and numeracy. This data remains a focus during quality assurance meetings, and informs actions to create a more nurturing approach across the school.

Targeted interventions planned through effective diagnostic assessments are impacting well. More children are back on track to achieve age and stage appropriate Curriculum for Excellence national levels as a result. The school has implemented an effective approach to managing short and long-term interventions to address children's barriers to learning across the school. We have asked the school to ensure that gaps in children's learning at the early level continue to be a high priority.

Improve the consistency of high quality learning and teaching, ensuring that all lessons meet the needs of all learners, enabling children to make sustained progress in their own learning.

The consistency of learning and teaching across the school has improved. Staff have benefitted from a range of training, and this is supporting them to develop a shared understanding of standards. As a result, staff are more confident about providing tasks and activities that are better matched to children's individual learning needs. Staff have an increased understanding of children's emotional needs. Children are able to use strategies that help them engage more effectively with their learning. As a result, the school is now a calmer place in which to learn.

Staff have an increased understanding of the structures in place to support children who need additional support. Improvements to the use of assessment is enabling these needs to be identified earlier. The headteacher deploys her teaching and support staff team effectively. This is enabling children's needs to be more successfully met. The development of robust additional support needs procedures is supporting almost all children with barriers to learning well.

Staff confidence and ability in developing appropriate learning targets for children has improved. As a result of regular monitoring and tracking, the impact of interventions is clearly identified. This is enabling some children to make very good progress in their learning. Differentiation is evident in most classes, with planned activities increasingly matched to need. The majority of children are developing their ability to reflect through daily reflection time. The setting of personalised, weekly targets at P4–P7, is improving children's abilities to

understand themselves as learners. The school recognises that the pace of learning in some classes is not yet appropriate. This should continue to be monitored and addressed. Although staff are making use of learning pathways to support literacy and numeracy, opportunities to further challenge children are now needed.

The use of a play-based approach at P1 is at an early stage of development. Moving forward, further training is necessary to develop a shared understanding of how play can be used to enhance learning. A few teachers are beginning to use digital technology to support and enhance learning. All teachers have received digital training in preparation for the roll out of tablets in the near future.

What happens next?

The school has made good progress since the original inspection. We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Glasgow City Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

Pamela Adamson
HM Inspector